DOCUMENT RESUME

CE

ED 347 286 CE 061 421

AUTHOR Leung, Kam-Fong
TITLE A Study on Hong Kong's Experience in Promoting Non-formal and Quasi-formal Education Programmes for Adults. Surveys and Studies.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Literacy, Adult Education and Rural Development.
REPORT NO ED/BAC/90
PUB DATE Dec 89
NOTE 43p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Education; Adult Literacy; *Adult Programs; Economic Development; Foreign Countries; *Government Role; *Job Training; *Literacy Education; Technical Education; *Vocational Education
IDENTIFIERS *Hong Kong

ABSTRACT

This six-chapter report describes Hong Kong's experience in promoting nonformal and quasi-formal education programs aimed at enabling adults, especially those with limited formal educational experience, to engage actively in social activities and cope with the change of employment conditions in the city during its post-World War II growth from 600,000 to 5,000,000 people. Following a brief introductory chapter, chapter 2 provides background on Hong Kong, including its political history, population, and economic development. Chapter 3 describes the clientele of adult education in Hong Kong, discussing government policy, what the formal school system provides, and educational opportunities for adults. Chapter 4 lists the types of general education courses for adults in Hong Kong, describes formal education courses, nonformal education, the subvention scheme (job training run by nonprofit organizations), and provides statistics on adult education courses and activities. In chapter 5, technical education and vocational training for adults is described. Information provided covers historical development, the Vocational Training Council, industry training centers, technical institutes, and employer attitudes toward technical institute graduates. The final chapter discusses further strategies for the organization of education programs for the further development and upgrading of adult workers in the context of the changing social and political environment of the city. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347286

ED/BAC/90
Paris, May 1990

Surveys and Studies

A Study on Hong Kong's Experience In Promoting Non-formal and Quasi-formal Education Programmes for Adults

KAM-FONG LEUNG
December 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Zanottini

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 061 421

Literacy, Adult Education
and Rural Development Division
Unesco

BEST COPY AVAILABLE

Contents

		Pages
Chapter 1 :	Introduction	1
Chapter 2 :	Hong Kong Background Information - Political Background - Population - Economic Development	2
CXhapter 3 :	The Clientele of Adult Education in Hong Kong - Government Policy on Adult Education - What the Formal School System Provides - Educational Opportunities for Adults in Hong Kong	6
Chapter 4 :	General Education Courses for Adults - Types of Courses - Formal Education Courses - Non-formal Education - Subvention Scheme - Statistics on Adult Education Courses/ Activities	10
Chapter 5 :	Technical Education and Vocational Training for Adults - Historical Developemnt - Vocational Training Council - Industry Training Centres - Technical Institutes - View of Employers on Technical Institute Graduates	22
Chapter 6 :	Conclusions - Conclusion - Into the Future	37

A Study on Hong Kong's Experience in Promoting Non-formal and Quasi-formal Education Progammes for Adults

CHAPTER 1 : Introduction

1.1 Sir Murray MacLehose, Governor of Hong Kong 1971-1982, said in 1979, ".....the story of Hong Kong is the story of the response of its people to the challenge of a population increase from 600,000 after the war to nearly five million today – a challenge which has had to be met with no natural resources except a harbour, and no aid at all....." This study is intended to present Hong Kong's experience in promoting non-formal and quasi-formal education programmes aimed at enabling adults, specially those with limited formal educational experience, to actively engage in various social activities and cope with the change of employment conditions. University and degree equivalent level of education programmes are therefore outside the scope of this paper.

1.2 Hong Kong is well-known for its adaptable labour force which contributes significantly to its economic success in the post Second World War years. The increased sophiscation and diversification of its industries in these years would not have been possible without the participation and support of its dextrous and industrious labour force, many of whom have sought to improve their knowledge and to upgrade their skills through part-time study. The ways and means by which non-formal and quasi-formal education programmes have contributed towards the education and training of the labour force will be presented.

The organisations offering non-formal and quasi-formal education programmes will be described together with their functions. The role of Hong Kong Government in promoting such education programmes will be analysed. The future strategy for the organisation of such programmes towards the further development and upgrading of adult workers in the context of its changing social and political environment will also be discussed.

CHAPTER 2 : Hong Kong Background Information

Political Background

2.1 Hong Kong is a small island located on the south-eastern shore of China near the mouth of the Pearl River in Guangdong Province. It was ceded to Britain in 1842 under the Treaty of Nanking. In 1860 the Kowloon Peninsula across the Hong Kong harbour was also ceded. In 1898 the New Territories (Chinese land further north of the Kowloon Peninsula comprising 92% of the total land area of the territory) were leased to Britain for 99 years. In 1984, the British Government and the Government of the People's Republic of China entered into an agreement whereby, with effect from 1 July 1997, the sovereignty of Hong Kong will be resumed by the PRC and Hong Kong will become a Special Administrative Region of China to be governed by its own SAR Government under a 'One Country, Two Systems' principle and to keep its capitalistic characteristics for 50 years. The Basic Law for the future Hong Kong SAR Government is being drafted at the moment which will become the constitution for Hong Kong. It is widely believed that after 1997 the continued existence of Hong Kong as a capitalist city-state will be, as it has always been, depended on its prosperity and economic contribution towards the modernisation of China.

Population

2.2 Hong Kong has a land area of 1071 square kilometres. In 1945 its population was 600,000; in 1947, 1,750,000; in 1969, 3,863,900; in 1980, 5,067,000 and in 1988, 5,736,100. Thus in 43 years Hong Kong's population has increased by 9.5 times and Hong Kong is one of most densely populated places in the world with a density of 21,000 people per square kilometre in the metropolitan areas. 59.3% of its population were born in Hong Kong and the rest were mainly immigrants from China, making a Chinese population of 97%. The other 3% were non-Chinese from other countries in Asia, Europe, America and Australia. The immigrant inflow rate has been controlled in recent years at an average of 1.4% for the period 1981-88. The birth rate steadily declined from 17 per 1,000 in 1987 to 13 per 1000 in 1988. The working population in 1988 was

2.8 million comprising 64% males and 36% females. The distribution of the workforce by major economic sectors are: manufacturing 31.9%; wholesale and retail trade, restaurants and hotels 24.3%; community, social and personal services 17.4%; transport, storage and communications 9.1%; construction 8.5%; financing, insurance, real estate and business services 7%. Despite the efforts of the local education institutions and the provision of compulsory and free 9 years of basic education introduced in 1978, many of the workers have not completed 9 years basic education or do not possess a worthwhile qualification recognised by the local government and large private organisations for appointment purposes. There is therefore a strong desire for the workers, both immigrants or locally born, to seek an education and training leading to a recognised qualification or further upgrading of skills to improve themselves to meet the change in demand from the emergency of new technologies in the job market.

Economic Development

2.3 Hong Kong has virtually no natural resources other than a harbour and its people. But its economy has demonstrated a remarkable capacity to adapt to external change as it has gone through a series of economic transformation during the past 40 years. The economy evolved from being an entrepot trading centre for China during the immediate post-war period to launch a drive towards industrialisation mainly based on export-oriented light manufacturing during the 1950s and 1960s. Then within the 10 years of 1970s, the Hong Kong financial community grew from a local-serving commercial banking sector to emerge as one of the largest financial centres in the world. In addition, during the 1970s Hong Kong became a leading tourist destination in the Asia Pacific Region. Most recently, with the advent of China's open-door policy, Hong Kong has re-emerged as a premier entrepot trading centre serving not only China but the entire Asia Pacific Region. At each stage of its economy's evolution, Hong Kong has risen to the challenges of changing global conditions and succeeded in making the economy work. It has now become the 11th largest trading economy in the world. Its per capita gross domestic product jumped by 217% in real terms from 1976 to 1988 and stood at US$9,605 in 1988. One major factor contributing to this success

was the availability of a large labour force, its capability improved through the provision of basic education programmes and specific training schemes which have never stopped expanding, as well as the voluntary participation of such schemes and programmes by its industrious labour force.

2.4 The growth and development of the Hong Kong economy after the Second World War can be described in the following 4 stages:

(a) Post war recovery and resumption of entrepot trade (1947-1952)
(b) Industrialisation (1952-1970)
(c) Industrial diversification and growth of export services (1970-1982)
(d) Economic slowdown offset by the re-emergence of entrepot and new complementaries with China (1982-1990s)

2.5 Industrialisation started with the virtually wholesale transfer of capital, machinery, skills, market connections and entrepreneurial capabilities from Shanghai and other parts of China in the early 1950s. The textile and garment industry was first established, followed by the then-emerging plastic and consumer electronic industries. The value of domestic exports grew at an average rate of 8% per year in the late 1950s to 15% in real terms in 1960s. The diversification of manufacturing occurred during the 1970s as electronics, toys and other plastic products, watches and clocks, fabricated metal products, electronic appliances, jewellery and printing and publishing grew in significance while the predominances of the textile and clothing sector declined. During the 1970s, the financial services, business services and tourism sectors emerged and experienced strong growth. By 1980, Hong Kong was host to scores of multinational and local banks, foreign exchange dealers, security houses and other non-bank institutions (such as insurance companies and mutual funds) conducting an entire range of retail and wholesale banking business. Thus within the decade, the Hong Kong financial sector had evolved from a simple commercial banking sector to become the third largest financial centre in the world (in terms of foreign business offices), after New York and London. Nonetheless from 1982 onwards, resulting from the world's economic

recession and increased trade protectionism, manufacturing and employment suffered declines.But new impetus to Hong Kong manufacturing was given by the new open-door policy of China which encouraged joint-venture and out-processing activities in China with the creation of special economic zone. Hong Kong manufacturers were attracted by low labour and land cost in the neighbouring Shenzhen SEZ and elsewhere in the Pearl River Delta. Manufacturing employment resulting from Hong Kong investment in China was estimated to be around 1.5 million to 2 million workers in 1988.

2.6 Because of the strong growth of its economy, unemployment rate in Hong Kong has always been low and declining: 4.4% in 1986, 3.8% in 1982, 2.8% in 1986 and 1.6% in 1988. As a result of the diversification and moving up of its industries, new job opportunities arise and demand for better trained manpower also increases. To meet such a demand, both the formal and the non-formal education system, must enhance their provisions and improve their facilities so as to facilitate the training of manpower for their new jobs and also for changing of jobs. Furthermore there is a requirement for the management of education programmes so that the right types of trained manpower and their right numbers for their particular jobs and levels are produced. There is clearly a need for manpower planning to be done by the government with involvement from the local industries concerned.

CHAPTER 3 : The Clientele of Adult Education in Hong Kong

Government Policy on Adult Education

3.1 It is government policy that adult education in Hong Kong is intended to provide suitable part-time general education primarily for adults and retrieval education for those who have missed the chance of a formal education early in life. Non-formal adult education is also promoted through various cultural, social and creative activities, conducted mainly in the evening and occasionally at weekends or on holidays. As recommended in the 1978 government White Paper on education, a policy of gradual development in adult education activities is being carried out to consolidate existing activities by improving their quality and extending their scope. The 1979 Report of the Advisory Committee on Diversification pointed out that adult education provides an opportunity for mature students who were unable to complete a full course of formal education to do so as adults on a part-time basis and that its role in the upgrading of Hong Kong labour force can be an important one. It is thus recognised that providing part-time education to the adult workers would raise their general educational standard and knowledge base which would contribute towards economic development of the territory. It will later be shown in this study that there have been a large number of students attending part-time courses in Hong Kong.

What the Formal School System Provides

3.2 In order to appreciate the size and scope of work for adult education in Hong Kong it would be necessary to take stock of what the formal school system provides.It will also show the trend of development for adult education in Hong Kong. The school system in Hong Kong encompasses two or three years (normally two) of kindergarten education (kindergarten 1-3; notional ages 3-5, or kindergarten 1-2; ages 4-5); followed by six years of primary education (Primary 1-6; ages 6-11), three years of junior secondary education (Secondary 1-3; ages 12-14), two years of senior secondary education (Secondary 4-5; ages 15-16); and one or two years of sixth-form education. It should be noted that age limits are not rigidly enforced.

BEST COPY AVAILABLE

3.3 When the war ended in 1945 school enrolment was under 50,000. The enormous growth of the school system since then (it now caters for about 1.4 million people) began in 1949, when immigrants from China began to arrive in tens of thousands. The 1965 White Paper on Education Policy set universal primary education as the immediate aim and a recommendation that between 15 and 20% of those completing primary course should receive subsidised secondary education. By 1971 free primary education was available to all. In 1988 there were 536,511 primary school students in Hong Kong.

3.4 In 1974 a White Paper on education affirmed the ultimate objective of a place for all children of the appropriate age who qualified for and wanted a secondary education. The target was nine years of general education for all by 1979, i.e. six years in a primary school followed by three years in a secondary school. The target was achieved in 1978. Furthermore it was announced that these nine years of general education would be free and compulsory. At the same time, provisions for senior secondary education are being gradually enhanced and there is a choice between continuing education in a secondary school and the vocational basic craft courses at a technical institute or a training centre. The initial target of providing 40% of the 15 to 16 age group the senior secondary education set in 1974 was raised to 60% of the 15-year-old population in 1989 rising to more than 70% by 1986. The target is further raised such that by 1991-92 senior secondary education up to secondary 5 will be available for all secondary 3 school leavers who want it. As for the sixth form places in secondary schools, provision is made for about one-third for those who have entered the senior secondary course. In 1988, there were a total enrolment of 472,084 students in secondary schools in Hong Kong. With a 15-year-old population of around 90,000, there was a large number of school leavers entering the labour market at various stages, who would have wanted continuing education at senior secondary level or vocational courses relevant to their work. They form the major clientele of adult education in Hong Kong. The further education institutions in Hong Kong: the Technical Institutes, the Adult Education Centre, Polytechnics and other private colleges all offered a wide range of evening courses

to cater for the various needs of the adult workers who would like to seek off-the-job training either for personal development or career advancement.

3.5 In the history of educational development in Hong Kong the provision of university places was low at about 3% of the relevant age group in the 1970s. In 1970-71 there were a total of 5449 undergraduate places at the two local universities, which rose to 10,112 in 1979-80. Rapid growth took place in the 1980s which saw the expansion of the Hong Kong Polytechnic and the Baptist College starting to offer degree level courses and the establishment of the City Polytechnic of Hong Kong in 1984 and the Hong Kong University of Science and Technology which will admit its first students in October 1991. In 1988 the provision of first year, first degree places in Hong Kong has thus been increased to about 8% of the 17 to 20 age group. The government announced in October 1989 the revision of this target to over 18% in 1995 i.e. 15,000 first year, first degree places in the six degree-granting institutions in Hong Kong. Furthermore, the Open Learning Institute was also established in 1989 and a first batch of 4,300 students were admitted in September 1989. This institute offers a second chance for those who have been unable to go to advanced further education after leaving school, as well as opportunities for workers and managers to update their qualifications and skills for personal development.

Educational opportunities for Adults in Hong Kong

3.6 Although the formal education system in Hong Kong has made by strides to provide pre-employment education to cope with the increase in population for locally born and recent immigrants, places are always not enough to meet the full demand. In 1976 about 40% of the population 15 years and older had had at least some secondary education. There are a large number in each age group who drop off from the formal system at one stage or another and find the desire to seek continuing education. Because of the excellent employment opportunity in Hong Kong, many working adults would seek part-time education for professional updating or retraining for a better job, and employers do look at paper qualifications and give due recognitions when offering salaries.

Thus there is a tendancy for providers of adult education in Hong Kong to try to formalise their training and issue qualifications either on their own or encourage students to take external examinations of professional or public bodies. Adult education in Hong Kong can be classified into the following three categories:

(a) Remedial education and second chance education: to enable the completion of the school's unfinished tasks at many levels from basic literacy upwards.

(b) Technical education, vocational training and professional updating: to provide opportunity to acquire knowledge and skills the relevance of which to a career has become clear in adult life and also to keep abreast of developments in fields in which knowledge is expanding rapidly.

(c) Education for personal development: to provide opportunity to fulfil self development and to acquire skills through creative, physical, educational, social and intellectual activities.

Courses are designed and offered by providers of adult education in the above three categories to meet the demand for them. Such education and training are often provided in the evening and on borrowed premises or their own premises which have similar uses in the day-time. The total enrolments in adult education and technical institutions excluding the tertiary level for the 10-year period 1976-1986 in Hong Kong are as follows:

Year	Enrolment
1976	71,395
1981	110,617
1982	112,694
1983	125,020
1984	132,413
1985	138,713
1986	150,090

In the ensuing two chapters, adult education courses below the tertiary level as organised by major Government and non-government providers of such courses in Hong Kong are described.

CHAPTER 4 : General Education Courses for Adults

This chapter will describe both the formal and non-formal general education courses offered in Hong Kong. The biggest provider of such adult education is the Education Department of Hong Kong Government. Although there are private institutions, religious bodies and voluntary agencies providing similar services, some of them are funded under the Education Department's subvention schemes while some others are operated subject to market demand and may therefore not be long-term provisions. The Education Department's work on general education for adults is described below, which is a long-term effort and is well organised.

Types of Courses

4.1 General education for adults in Hong Kong is mainly offered by the Adult Education Section of the Education Department which provides both formal and non-formal education in the evening through a number of courses and activites and a subvention scheme for voluntary organisations.

(a) The formal education offered by the Section aims to provide suitable retrieval and general education courses for adults who have missed the opportunity of a formal education earlier in life. The Adult Education Course (General Background) provides free primary education for the educationally deprived adults to acquire the skills of reading, writing and numeracy. The Government Evening Secondary School Course, operating in both Chinese and English Sections, offers arts and science subjects to students aged 15 and above aiming at the level of Hong Kong Certificate of Education. An English Course with primary, secondary and G.C.E. levels is organised to enable adults to improve their proficiency in the English Language and enhance job opportunity and career advancement. The Teachers' Courses provide additional in-service professional training in a variety of academic and cultural subjects. At the post-secondary level, the Evening School of Higher Chinese Studies offers short courses for personal enrichment, as well as a diploma course under a credit unit system for school leavers to

further their studies in Chinese classics and culture. The total enrolments for the above courses increased steadily from 15,676 in 1975/76 to 23,446 in 1986/87.

(b) Non-formal education, on the other hand, is promoted through a variety of cultural, social and recreational activities, which aim at stimulating social awareness, cultural creative ability and developing individual talents and skills. The Adult Education Courses (Practical Background) enable adults to acquire practical skills such as sewing and knitting, cookery, and woodwork for household purposes. Many creative and educational activities area are organised in 19 Adult Education & Recreation Centres to meet the changing needs of members. There are no basic requirements or entrance tests for admission to any of these courses/activities. The enrolments of adults on such courses and activities first enjoyed an increase from 26,459 in 1975/76 to 47,043 in 1978/79 and then gradually declined to 11,321 in 1986/87.

(c) A Subvention Scheme was introduced in September 1980 to assist voluntary organisations to develop retrieval adult education courses for specific groups of clientele such as factory workers, the fisherfolk and recent immigrants, and to complement and supplement Education Department's own provision. The scope of the Scheme has, over the years, been broadened to meet the changing needs of the community at large. Enrolments to such schemes increased from 3,300 on 19 programmes in 1980/81 to 11,434 on 159 programmes in 1986/87.

4.2 **Formal Education Courses**

(a) *Adult Education Course (General Background)*
The course provides a retrieval programme for adults aged 18 and above to acquire the fundamental skills of reading, writing and numeracy. The curriculum includes basic subjects for general education such as Chinese, English, Mathematics and Social Studies at the primary level.

Classes are at present organised at three levels: Lower, Middle and Upper, being equivalent to Primary 3-4, Primary 5, and Primary 6 in day schools.

The Course duration for each level is one year. Classes meet 3 evenings a week for 2 hours an evening.

Tuition is free and no entrance test is required for admission.

On completion of the course, students are issued with Certificates of Completion by the Education Department.

At present this course is run in 16 centres in Hong Kong, Kowloon and the New Territories. Enrolment in 1977/78 was 1,397 rising steadily to 2,255 in 1986/87.

(b) *Government Evening Secondary School Course*

The Government Evening Secondary School Course is a 5-year course provided in two sections, Chinese and English, for students aged 15 and above, leading to the Hong Kong Certificate of Education Examination. It is a formal secondary school course for those who have missed the opportunity of doing so or would like to try again. The age range is from 15 to over 40 and the modal age is 23. The enrolments rose steadily from 2,135 in 1975/76 to 6,706 in 1986/87. It offers seven subjects in the junior levels, Secondary 1-3, and six subjects in the senior levels, Secondary 4-5, where students have a choice of the arts and science subjects.

Junior Secondary Classes:

Chinese, English, Mathematics, Integrated Science, Chinese History, World History, and Geography.

Senior Secondary Classes:

Arts stream: Chinese, English, Mathematics, and three other subjects from among Biology, Chinese History, World History, Geography, Economics, and Principles of Accounts as offered in individual centres.

Science stream: Chinese, English, Mathematics, Biology, Physics and Chemistry.

Classes meet 5 evenings a week from Monday to Friday for 2 hours and 45 minutes an evening. Normal school hours are from 7:00 p.m. to 9:45 p.m. and for some remote centres, from 6:45 p.m. to 9:30 p.m.

Tuition for junior secondary classes is free and the tuition fee for senior secondary classes is HK$170 per annum. (US$1 = HK$7.80)

Applicants must sit for an entrance examination before admission.

At present, this course is run in 16 centres, which are themselves secondary schools in Hong Kong, Kowloon and the New Territories.

(c) *English Course*

The course provides adults aged 18 and above with an opportunity to learn the English Language in a period of 9 years at three levels:

1. Primary level – Primary 4 to Primary 6 (3 years)
2. Secondary level – Secondary 1 to Secondary 5 (5 years)
3. Post-certificate level – G.C.E. Class (1 year)

Students of Secondary 5 and G.C.E. classes are respectively prepared for the English Language (Syllabus B) of the Hong Kong Certificate of Education Examination and the English Language (Syllabus B) of the University of London G.C.E. 'O' Level Examination.

The classes meet two evenings a week for 2 hours and 15 minutes each evening, or three evenings a week for one and a half hours each evening.

There are two terms a year.

1. Primary 4-6 : HK$170 p.a.
2. Secondary 1-5 : HK$270 p.a.
3. G.C.E. Class : HK$350 p.a.

All applicants are required to sit for an entrance test while applicants for the G.C.E. class are required to meet the entrance requirements for the University of London G.C.E. Examination as laid down by the Hong Kong Examinations Authority.

At present, the course is run in 18 centres in Hong Kong, and the enrolment fluctuated between 6,500 to 8,600 in the past 12 years.

(d) *Teachers' Courses*

The Teachers' Courses provide mainly refresher training for serving school teachers in the following subjects:

1. Training of Proficiency in Putonghua (Guo-yu)	1 year
2. Folk Dance Course for Teachers	2 years
3. Oriental Dance Course for Teachers	2 years
4. Physical Education course for Primary School Teachers	1 year
5. Art and Craft Course for Primary School Teachers	2 years
6. Art and Craft Course for Kindergarten Teachers	1 year
7. Music Course for Primary School Teachers	3 years
8. Music Course for Kindergarten Teachers	1 year

Classes for the Physical Education Course for Primary School Teachers meet twice a week for two hours an evening. All other courses meet only once a week for two hours (5:00 p.m.-7:00 p.m. or 7:00 p.m.-9:00 p.m.)

Tuition fees are HK$370 a year.

Attendance Certificates are issued on successful completion of the course.

Participants may apply for a refund of course fees for Training of Proficiency in Putonghua (Guo-yu) if they have passed the required examinations and shown good attendance.

At present these courses are run in 14 centres in Hong Kong. Enrolment rose steadily from 1,655 in 1975/76 to 2,950 in 1984/85 and then dropped to 2,587 in 1986/87.

(e) *Evening School of Higher Chinese Studies*
The Evening School of Higher Chinese Studies was established in 1951 offering a 3-year Diploma in Arts Course for secondary school leavers to further their studies in Chinese classics and culture. A number of short courses in related fields were also introduced in 1977 in response to demand.

The Course structure was re-organised in September 1982 and a Credit Unit System was introduced. Under this system, students who wish to be considered for the award of a diploma are required to follow a common core curriculum of 12 units, and also take 18 units from a vast spectrum of elective subjects, within a period of five years.

Students not aiming at a diploma may enroll for any short course and they will be issued a Certificate of Attendance on satisfactory completion of the course.

Tuition fees are HK$170 per course.

Each course is about 5 months in duration. Classes meet once a week for two hours in the evening. Enrolment rose steadily from 323 in 1975/76 to 2,201 in 1986/87.

4.3 **Non-formal Education**

(a) *Adult Education Courses (Practical Background)*
These courses are of a more practical nature and are offered in three broad categories, namely, Sewing and Knitting, Cookery, and Woodwork. They aim to provide adults aged 18 and above with general knowledge and some basic skills in household management. Particulars of these courses are as follows:

Type of Course	No. of evenings per week	No. of hrs per evening	Duration of course	Tuition Fee
Woodwork				
Woodwork (Ordinary)	2	2	2 years	$120 p.a.
Woodwork (Advanced)	2	2	1 year	"
Sewing & Knitting				
Knitting & Crochet (Elementary)	2	2	1/2 yr	$60 per course
Knitting & Crochet (Advanced)	2	2	"	"
Sewing & Knitting (Elementary)	2	2	"	"
Sewing & Knitting (Advanced)	2	2	"	"
Cookery				
Chinese Style	1	2.5	"	$230 per course
Western Style	1	2.5	"	"

At present, these courses are run in 28 centres in Hong Kong.

(b) *Adult Education and Recreation Centres*

Adult Education and Recreation Centres are organised to provide non-formal education through activities broadly categorized as cultural, educational, social, and sports. These activities are designed to promote sensible use of leisure and education through active participation, to help members develop individual talents, and above all, to cultivate among members a sense of belonging to the local community.

Membership is open to any adults aged 18 and above. A registered member may enroll for the following interest group activities or courses, or join other activities organised by any one of the centres:-

BEST COPY AVAILABLE

(i) *Interest Group Activities*

The following activities are offered on a selective basis in various centres depending on the learning needs of the intending participants:

Singing	Cantonese Music
Guitar	Cantonese Opera
Tai Chi	Chinese Kung Fu
Yoga	Folk Dance
Swimming	Life Saving
Chinese Painting	Cut Ribbon Flower Design
Silkscreen Printing	Vegetable & Fruit Carving
Putonghua	Japanese Conversation
English Conversation	Make-up
Photography	Minor Repair of Electrical Appliances
Social Dance	Aerobic Dance
Ball games	Drama, etc.

Each activity is of 18 weeks in duration. All sessions meet once a week for one and a half hours.

Tuition fees are HK$100 per course/activity.

(ii) *Micro-computer Courses*

At present, 7 micro-computer courses are conducted on weekday evenings in the Computer Room of Adult Education Section of the Education Department:

Computer Course for Beginners
Elementary BASIC Programming
Intermediate BASIC Programming
Advanced BASIC Programming
Workshop on Data Processing
File Handling Technique
LOGO Programming

Each course is of 9 weeks in duration. Classes meet once a week for 2 hours.

Tuition fees are HK$100 per course.

(iii) *Joint Centre Group Activities*

Group activities organised on a joint-centre basis include:

Life Saving, Variety Shows, Concerts, Athletic Meets, Drama, and Evening Dance Parties.

(iv) *Centre Activities*

Activities organised on a centre basis include:

Variety Shows, Educational Talks, Visits, and Picnics

Centres are open to members five evenings a week (except on school holidays) from Monday to Friday, from 7:30 p.m. to 9:30 p.m.

At present there are 19 Adult Education and Recreation Centres in Hong Kong. The total membership on non-formal educational courses was 26,459 in 1975/76 rising to 47,043 in 1978/79 and then steadily falling to 11,321 in 1986/87.

Subvention Scheme

4.4 The Adult Education Section works hand in hand with voluntary organisations which are actively involved in adult education. Through a Government Subvention Scheme, first introduced in 1980, subvention is provided for non-profit-making incorporated bodies to run adult education programmes which fall within the prescribed purview of the scheme. These subvented programmes aim to complement and supplement those provided by the Education Department. In the current year, 60 voluntary organisations are assisted financially to run 247 programmes which comprise:

(a) courses designed to improve basic literacy in Chinese;
(b) general education for particular groups, such as factory workers and fishfolks (including re-orientation to land-based living);
(c) re-orientation and Cantonese language courses for newcomers to Hong Kong from other parts of Asia;
(d) social and moral education;
(e) labour education (including legal knowledge);
(f) pre-vocational training;
(g) special education for physically or mentally handicapped adults;
(h) careers education;

(i) pre-retirement/retirement education;
(j) adult education courses/activities conducted on an experimental basis;
(k) job-oriented courses;
(l) activities in geographical areas not covered by the Education Department's services.

These subvented programmes are mostly conducted in the evenings and are offered in numerous venues all over the territory. The tuition fee varies from one programme to another depending on the duration and nature of the programme. The long programmes, such as General Education, usually start in September of each year and ends in August of the following year. The short programmes may be held at any time of the year at the discretion of each individual subvented agency. The subvention covers mainly the costs of teaching and supporting staff, basic equipment and other operational charges. Funds allocated to this scheme were HK $650,000 in 1980/81 rising steadily to HK$4,140,000 in 1986/87. 11,434 people participated in programmes funded by this scheme.

Statistics on Adult Education Courses/Activities

4.5 A survey was conducted on student participants attending adult education courses/activities in 1986/87 in an attempt to find out their age distribution, aims of attending the course/ activities, full-time employment and incomes. The following are the results.

(a) *Age of students attending adult education courses*

Age	Number of students	% of total
15-19	3,079	13.2
20-24	8,316	35.7
25-29	6,693	28.7
30-34	2,798	12.0
35-39	1,396	6.0
40-44	538	2.3
45-49	228	1.0
50-54	154	0.7
55+	119	0.5
Total:	23,319	

The mean age of students/participants is 26 and the modal age is 23. Out of a total 23,320 students/participants there are 2,433 above the age of 30 and 119 above the age of 55.

(b) *Aims of students attending adult education courses*
The primary aims given by the students/participants in 1986-87 are as follows:

	Aims	Student No.	% of all students
(i)	Self-enrichment	10,897	47.6
(ii)	To seek secondary education	3,385	14.8
(iii)	Leisure activity	3,013	13.1
(iv)	To acquire skills	2,023	8.8
(v)	To seek job-advancement	1,861	8.1
(vi)	To seek post-secondary education	1,260	5.5
(vii)	Tutoring children	257	1.1
(viii)	To seek primary education	207	1.0

It is noted that 47.6% cited self-enrichment as their primary aim and as such their attendance on courses/ activities is self-rewarding in themselves. It is also interesting to note that there are 257 students who are mainly housewives trying to educate themselves so that they can tutor their own children who may face difficulties in the modern curriculum of schools and have to turn to their parents for help. This is indeed a noble aim for one to further one's education.

(c) *Occupation of students attending adult education courses excluding Teachers' Courses*
The survey also gives the following full-time occupation of students/participants attending the formal adult education courses in 1986-87:

	Occupation	% of students
(i)	Clerical worker	30.2
(ii)	Technical worker	25.2
(iii)	Services worker	6.8
(iv)	Professional	6.5
(v)	Housewife	4.2
(vi)	Student	3.2
(vii)	Discipline forces	2.6
(viii)	Unemployed	2.6
(ix)	Sales Worker	2.5
(x)	Self-employed	1.0
(xi)	Farmer/fisherman	0.5
(xii)	Unclassified	12.5

(d) *Income of students attending adult education courses*

Income	% of total
0	8.0
0-1,000	1.5
1,000-1,999	13.4
2,000-2,999	37.3
3,000-3,999	18.8
4,000-4,999	7.3
5,000-5,999	4.4
6,000-6,999	3.8
7,000-7,999	1.6
8,000 or over	3.9

It can be observed that the largest group is earning an average income of between $2,000-2,999 and 60.2% are earning less than $3,000, which belong to the low income groups in Hong Kong.

Chapter 5 : Technical education and Vocational Training for Adults

Introduction

5.1 This chapter will describe the development of Technical Education and Vocational Training for adults in Hong Kong, examine the role of the institutions offering technical education and vocational training, describe their organisation and work in providing education opportunities for adults in pre-employment and in-service training and retraining and present the views of employers on the graduates of these institutions.

Historical Development

5.2 Technical education and training began to take shape in Hong Kong with the establishment of the Hong Kong Technical College in 1937 which was later re-developed on a new site in 1957 after the war. The student enrolments were 350 full-time and 5,500 evening, catering for the main industrial activities at the time including building, engineering, commercial studies and textiles at the technician and craft levels. In the late 1960s it was realised that more manpower training had to be provided to assist industrial growth and diversification. The first Technical Institute was therefore established in 1969 to cater mainly for craft level education and training and some lower level technician work, while the Hong Kong Technical College was transformed into the Hong Kong Polytechnic in 1972 to provide for a more diversified range of subjects and higher level of studies. Furthermore, in order to strenghten and promote apprenticeship training to supply the necessary skilled labour force an apprenticeship ordinance was enacted in 1976 to regulate the employment of apprentices in desginated trades (there are 42 such trades in 1989). The Ordinance requires, inter alia, the compulsory attendance of apprentices between the ages of 15 and 18 in a relevant course at a Technical Institute to ensure adequate acquisition of knowledge and skills to complement their on-the-job training. To provide for such craft training and also for more diversifed technician level training, four more Technical Institutes were built in the period 1975-1979. By 1983-84, the total student enrolment in the five Technical Institutes was 43,736 and in the Hong Kong Polytechnic 29,054.

5.3 An important event took place in the late 1970s which prompted another major development in technical education and vocational training in Hong Kong. In view of the increasing restrictions faced by the Hong Kong textiles and clothing industries in the world market, which contributed towards 47% of the manufacturing exports in 1976, the Hong Kong Government set up the Advisory Committee on Diversification in 1977 to advise whether the process of diversification of the economy, with particular reference to manufacturing industries, could be facilitated by modifying existing Government policies or introducing new policies. The Committee reported in 1979 and among its numerous recommendations 16 were on education and training. An outcome was the establishment of a second polytechnic in Hong Kong, the City Polytechnic with the first intake in October 1984. The targeted student population was 8,000 full-time equivalent students by the early 1990s. Another outcome was the establishment of the Vocational Training Council in 1982 as a statutory body funded by the Government to be responsible for matters relating to vocational education and training in Hong Kong.

Vocational Training Council

5.4 The Vocational Training Council was established in 1982 under the Vocational Training Council Ordinance for the following purposes:

(i) to advise the Governor on the measures required to ensure a comprehensive system of technical education and industrial training suited to the developing needs of Hong Kong,

(ii) to institute, develop and operate schemes for training operatives, craftsmen, technicians and technologists needed to sustain and improve industry,

(iii) to establish, operate and maintain technical institutes and industrial training centres.

The Council has a membership of 18 non-government members who are leading figures in industry, commerce and the service sector, educationalists and representatives of workers and four senior government officials. To assist the work of the Council, 19

training boards and seven general committees are set up. Members of the training boards and general committees are all prominent personnel from the relevant industrial/service sectors or educationalists in the appropriate professions.The total membership of these boards and committees numbers 411. This network of consultative, planning and executive training boards is the most extensive and arguably the most effective form of dialogue between those who demand vocational training and those who supply it. It ensures that manpower training needs from commerce and industry are met in time, and funds for doing so are granted by the Government upon agreement of its schedule of activities.

Training Boards and General Committees

5.5 All training boards are responsible for determining the manpower needs of the economic sector for which they have been established and making recommendations on how these needs are to be met, prescribing job specifications and designing training programmes and trade tests for principal jobs in their sector. The seven general committees deal with training areas which affect more than one sector of the economy.

Manpower Research

5.6 All training boards and some general committees carry out every two years surveys to assess the demand for training manpower of the sector for which they are responsible. These surveys are conducted with the assistance of the Census and Statistics Department of the Government.

The findings of the surveys provide both the Council and the Government with the information they need for formulating policies which aim at bringing about a balance between manpower demand and supply. The information also helps employers in formulating their training policies; educators, training centres, educational institutions (including the universities, polytechnics and technical institutes) in planning their courses; and careers guidance officers and young people in identifying employment opportunities and choosing a career.

Training Manuals

5.7 Training manuals are prepared and disseminated by the training boards and some general committees for the purpose of establishing an acceptable and uniform standard of skill for the principal jobs in their respective economic sectors, assisting employers in drawing up systematic training programmes for their trainees/apprentices and assessing the competence of their workers and providing guidelines for technical institutes and training centres in planning their courses. These training materials include job specifications, training programmes, trade test guidelines, manuals of training curricula and English-Chinese glossaries of common technical terms.

Types of Courses

5.8 The courses offered by institutions operated by the VTC are essentially vocational in nature, providing training for a wide variety of occupations in the commercial and industrial sectors and catering to the needs of adults and school-leavers who desire either pre-employment or in-service training. The duration of the courses and mode of attendance depend on the skill level and the needs of both the local industry and the students/trainees. Four levels of skill formation are classified, namely operative, craft, technician and technologist with the following interpretation:

(a) *Operative:* An operative is normally engaged in repetitive production work requiring only a narrow range of skills. He is trained to operate machine or range of machines or to carry out a limited number of tasks requiring manual skill which is obtained by practice.

(b) *Craft:* A craftsman has been trained all the skills required in a particular trade. He should be able to select the correct process and tools to complete any task within his trade.

(c) *Technician:* A technician occupies a position between the technologist on the one hand and craftsman or operative on the other hand. He should be able to exercise technical judgement. This

requires an understanding, by reference to general principles, of the reasons for the purposes of his work, rather than a reliance solely on established practice or accumulated skills.

(d) *Technologist:* A technologist will be a graduate of a degree course or equivalent who has completed the necessary training to be accepted into corporate membership of the Hong Kong Institution of Engineers or a similar body. He should be capable of originating design, development or production in his field.

The VTC courses are offered in the 17 training centres and the eight technical institutes.

Industry Training Centres

5.9 The training centres are designed to simulate real-life industrial conditions and are very well-equipped. The aim is to enable trainees to receive practical training in a working environment similar to that which they will encounter in their working life. The curricula are prepared in accordance with the needs of industry and commerce. Upon completion of training, trainees will be able to enter relevant trades or become apprectices and receive further training on the job.

The training centres provide courses of different levels ranging from technician (or post-Secondary Five level), craft (or post-Secondary Three level) to operative. Evening courses designed for those in employment who wish to upgrade or update their skills are also conducted. The duration of courses ranges from 2 to 44 weeks. These courses are open to all adults and school-leavers aged 15 and above; however some advanced courses require pre-requisite qualifications.

Full-time trainees are not required to pay any fees but they are given a training allowance of HK$150 per week to help defray their living expenses. Upon completion of training, career counselling

and job placement services are made available for those needing them. Evening trainees are required to pay a deposit which is refunded after successful completion of training. The job opportunities for trainees having completed training are very good as industry is involved in the planning of these courses and forcasting of demand.

There are now 16 training centres in operation and their number of courses and trainees per year are as follows:

Training Centre	No. of Courses in 1988/89	No. of trainees completing training in 1988/89
(1) Automobile	5	224
(2) Banking	40(half to 11 days)	3,034
(3) Electrical Industry	7	1,011
(4) Electrics Industry	10	1,252
(5) Electronic Data Processing	8	1,421
(6) Gas Industry	3	151
(7) Hotel Industry	9	1,053
(8) Insurance	45(one to 5 days)	2,780
(9) Jewellery Industry	3	95
(10) Machine Shop and Metal Working Industry	1	403
(11) Plastics Industry	9	446
(12) Precision Tooling	6	128
(13) Printing Industry	14	431
(14) Seaman	13	1,027
(15) Textile Industry	11	297
(16) Welding and Related Trades	4	167
		14,048

In addition to the above the VTC also operates the Management Development Centre of Hong Kong whose main purpose is to improve the quality and quantity of management in Hong Kong, ensuring that it is capable of meeting changing needs, both in the short and the

long term. Its programmes of work are in the areas of research projects, distance learning projects for owner-managers of small businesses, management trainer and teachers development programmes and general management programmes.

Other Training Centres

5.10 There are two other training centres in Hong Kong which are operated outside the purview of the Vocational Training Council, namely the Construction Industry Training Centre and the Clothing Industry Training Centre. They are operated under the auspices of the Construction Industry Training Authority and Clothing Industry Training Authority respectively, which were established in 1975 prior to the establishment of the Vocational Training Council. Both authorities are funded through levy on their respective industry whereas the VTC is funded by the Government through general revenue. However, the nature of courses operation of these two centres is similar to those operated under the VTC. The Construction Industry Training Centre provided training for 1,483 trainees on eight courses in 1988 while for the Clothing Industry Training Centre 6,851 trainees on 30 courses.

Technical Institutes

5.11 The Technical Institutes in Hong Kong are educational institutions providing both craft and technician level of vocational courses for pre-employment school-leavers aged above 15 and also for apprentices, trainees and the employed adults. One to two years full-time courses in a wide variety of subjects are designed for the school-leavers and one to three years part-time day-release or evening courses are designed to complement the on-the-job training of the apprentices, trainees or employed adults. A wide range of short courses are also offered throughout the year. There are at present eight Technical Institutes in operation, comprising altogether 40 teaching departments covering the following 15 disciplines:

(1) Applied Science (including chemical technology, food technology, dispensing and environmental science)
(2) Clothing
(3) Commercial Studies

(4) Computing Studies
(5) Construction
(6) Design
(7) Electrical and Electronic Engineering
(8) General Studies (including child care studies, hairdressing)
(9) Hotel-keeping and Tourism Studies
(10) Industrial Technology (including footwear manufacture, optical technicians, watch and clock repair)
(11) Marine Engineering and Fabrications
(12) Mechanical Engineering
(13) Motor Vehicle Engineering
(14) Printing
(15) Textiles

The total number of courses offered at the eight Technical Institutes in 1988/89 were 86 full-time, 114 part-time day-release, 126 part-time evening and 369 short courses. Tuition fees for 1988/89 were HK$2,700 per year for all full-time technician courses and HK$580 for all full-time craft courses. For part-time courses the fees range from HK$270 to 900 per year. Scholarships and grants are available to needy students.

The student enrolments in 1988/89 were 11,296 full-time, 14,096 part-time day-release, 28,702 part-time evening and 18,181 on short courses. Excluding students on short courses, the total enrolment in 1988/89 was 54,094 and there are plans to expand it to 63,000 in 1990/91. Entry to courses is competitive except the part-time day-release courses where all qualified applicants are accepted. The applicant-to-place ratio for full-time courses is 3.1:1 and for part-time evening courses 2.5:1. The breakdown of the student enrolment in 1988/89 is as follows:

Discipline	Full-time		Part-time Day-Release		Part-time Evening	
	T	C	T	C	T	C
Technical	4,167	2,848	3,212	8,679	8,049	6,085
Applied Science	213	–	257	–	270	148
Clothing	219	80	271	160	232	391
Computing Studies	529	–	276	–	463	328
Construction	383	260	550	1,349	1,397	683
Electrical Engg	298	643	283	1,524	1,113	1,409
Electronic Engg	795	494	650	597	2,037	1,176
Industrial Technology	147	73	57	117	201	182
Marine Engineering & Fabrication	70	63	21	93	50	87
Mechanical Engg	1,284	982	489	2,807	1,332	1,065
Motor Vehicle Engg	–	73	171	1,343	217	320
Printing	80	73	65	470	243	102
Textile	149	107	122	219	494	194
Non-technical	2,825	1,456	912	1,293	8,323	6,245
Accountancy	603	–	131	–	2,699	1,547
Commercial Studies	1,353	821	473	21	4,445	–
General Studies	39	474	22	607	343	4,512
Design	604	40	129	490	537	186
Hotel-keeping and Tourism Studies	226	121	157	175	299	–
Technical and Non-technical	6,992	4,304	4,124	9,972	16,372	12,330

Key: T: Technician or Post-Secondary 5 Level
C: Craft or Post-Secondary 3 Level

BEST COPY AVAILABLE

Formation of Craftsmen

5.12 Craft education and training in Hong Kong is firmly based on the Apprenticeship Ordinance and requires for most trades attendance at a technical institute for one day and two evenings per week for three years, while the apprentice receives skill training from his employer or through attendance at an industrial training centre. Students who complete a one-year full-time craft course in a technical institute are granted exemption from the first year of an apprenticeship and prevocational school graduates are given the same exemption.

The present normal entry requirement to craft courses is completion of Secondary 3. There is already a trend for students who have completed Secondary 4 or 5 to apply for admission to craft courses. With the increasing availability of senior secondary education this trend will no doubt continue. On completion of the education and trianing components of their studies apprentices are awarded a Certificate of Completion of Apprenticeship. Those who have successfully completed the full course at the technical institute will also be awarded a Technical Institute Craft Certificate.

Craft courses in the Technical Institutes have recently undergone a major restructuring into modular form. This is intended to give the necessary flexibility to meet different entry standards of applicants. It should also help the integration of training and education especially if these are taken in different institutions. The syllabuses are revised regularly to ensure that they are relevant to Hong Kong industry with endorsement by the relevant Industry Training Boards.

Formation of Technicians

5.13 Technicians in Hong Kong qualify by means of Certificate, Higher Certificate, Diploma or Higher Diploma courses. The Certificate route involves part-time study while Diploma courses are full-time. By agreement reached between the Government and the Polytechnics, the Technical Institutes generally confine themselves to Certificate and Diploma courses while the

Polytechnics, though continuing to offer both levels are reducing their effort at the lower level and are correspondingly expanding their higher level work.

Entry to technician courses is at post-Secondary 5 level and may be into a two-year Diploma course at either a Technical Institute or the Polytechnic or into a three-year Higher Diploma course at the Polytechnic. If an applicant is sponsored by an employer he will normally follow a two-year part-time day-release Certificate course at a Technical Institute or a Polytechnic, followed by part-time studies at a Polytechnic for a Higher Certificate.

Technician education must also be accompanied by training. For the part-time day-release students it is provided by the employer. The case of the Diploma and Higher Diploma graduates is more complex. Both groups are assisted by their respective institutions to acquire 4 to 6 weeks training during the summer vacations; however, it is becoming increasingly difficult to obtain suitable training places in industry for the large numbers of students involved. On graduation most diploma holders enter industry as trainees, with or without a formal appreciceship agreement, and continue their technical education by part-time attendance at a Polytechnic for a Higher Certificate. Higher Diploma graduates normally enter trainee posts but do not generally further their studies unless they are seeking professional qualifications.

The technical courses at both Technical Institutes and Polytechnics are organised as unit-based programmes and many of them are validated by the Business/Technician Education Council (BTEC). This body was established in the United Kingdom in 1973 to provide a national system of technician education and awards. The comprehensive system of validation and moderation which the BTEC has established provides an external benchmark which is being used to assess and maintain standards in Hong Kong.

For courses in the broad area of business studies, students take internal examinations but may also sit for the examinations of United Kingdom professional or examining bodies such as the London Chamber of Commerce & Industry and the Royal Society of Arts.

Other institutions also contribute to the education of technicians particularly in the area of commerce and business studies. These include the approved post secondary colleges which offer a wide range of courses at sub-degree level, some large non-profit making organisations and many private schools.

Evening Courses

5.14 The Technical Institutes have a policy of providing evening courses to complement the provision by the full-time and part-time day-release courses. Evening courses are very popular and most are oversubscribed. In 1988/89, 50,837 students applied and 16,783 were admitted. Historically they have been a major source of qualified personnel. Their contribution is still important although the emphasis is increasingly towards the provision of more full-time and part-time day-release courses. The Technical Institutes offer by evening study a counterpart to most of their day-release courses, and the awards have the same titles and academic standards. Evening courses fulfil an important social function in that they offer a second chance for people who have not had the opportunity of furthering their education along the more traditional routes and also for those who wish to improve their qualifications.

The duration of craft courses is three years and that of technician courses five or six years to Higher Certificate level. Wastage rates are high but many of those who drop out before completing a course have no doubt gained some benefit from it. In 1987/88 the through-put rate for technician courses ranges from 46% to 57% and for craft courses 42% to 55%. Evening studies demand considerable dedication and perseverance and with increasing affluence and leisure opportunities they cannot be relied on as a means of meeting long-term manpower requirements.

A major problem in the operation and effectiveness of evening courses is that, due to the very large enrolment, many courses have to operate in borrowed premises which do not have workshop and laboratory facilities. Students from these external centres have to attend the Technical Institutes for practical classes. However the heavy evening loading of these facilities limits the

time which can be devoted to this essential element of technically oriented courses. The evening courses are taught by full-time teaching staff of the institutions concerned and by many part-time teaching staff from industry. The regular teaching staff of the institutions are already heavily committed to the evening work associated with the part-time day-release courses and it is not easy to recruit large numbers of the good part-time staff with the necessary expertise in their field. In veiw of the problems of accomodation and staffing it is clear that there is not much prospect for further expansion of evening classes but rather efforts should be aimed at improving the quality of the education provided.

Short Courses

5.15 The Technical Institutes offer a wide range of short courses throughout the year the duration of which may be anything from a few days to several weeks. They are mostly designed to cater for the needs of those who are employed in industry and whc wish to acquire, refresh or up-date knowledge in particular aspects of their work. Some courses aim at assisting students in their preparation for specific subjects in external examinations and there are also a few technically biased leisure interest courses. There were over 369 short courses offered by the Technical Institutes in 1988/89. There were 50,453 applicants and 18,181 students were enrolled on a first-come-first-served basis.

Student Graduation and Employment

5.16 Some 5,440 full-time, 4,840 part-time day-release and 8,800 part-time evening students completed their course of study in July 1988. An employment survey conducted in October 1988 on the graduates of full-time courses in 1987/88 showed that about 67% of the 5,440 graduates obtained employment within three months following graduation, some 27% pursued further full-time studies and the remainder were still looking for jobs. The average monthly salary of technician-level graduates was $3,496 which was 26% higher than that in 1987, and that of craft-level graduates was $2,609, representing a 27% increase. 37% worked in commerce and services, 20% in manufacturing, 6% in construction, 4% in

government and public utility. A tracer study was conducted in 1987 on Technical Institute full-time students graduated in 1981 regarding their employment situation. It was revealed that 94% of the graduates were in relevant employment. The average salaries in 1987 for technician and craft graduates were $6,682 and $3,813 respectively which were both 3.6 times their starting salary in 1981.

General and Bridging Courses

5.17 The Technical Institutes General Studies Departments offer two-year General evening course for students who left school without attaining the qualifications necessary to enter a technician programme, and bridging courses for those who have completed craft courses and then wish to study at secondary 4 and 5 standard in four subjects. There were large enrolments on such courses. In 1988/89 enrolment in General Course was 4,250 and bridging courses 1,184.

Views of Employers on Technical Institute Courses

5.18 A survey was conducted by VTC in 1988 to obtain employers' views on all courses run by the Technical Institutes (TI) through observation on the performance of graduates of the TIs; to seek employers' views on the performance of TI graduates as compared with non-TI graduates performing the same job, and to obtain employers' views on the initiative of TI graduates.

3,967 employers were approached and the response rate was 87%. The survey findings are as follows:

(a) A great proportion of employers who employed both types of employees opined that TI graduates were better in coping with a wide range of jobs, in attaining acceptable skill level required by the job and in the ability of analysing and solving problem and in the observance of safety precautions.

(b) In areas of ability to communicate and work attitude, about half of the employers commented that there was no difference between the two types of employees. However for the remaining employers, a significantly greater

proportion of them agreed that TI graduates were better.

(c) A great majority of the employers (over 95%) gave the comments that the initiative of TI graduates was satisfactory or very good.

(d) Over 70% of the employers commented favourably on the curriculum and training provided by the courses; however 16 out of 143 courses had received comments from 30% or more employers that one or more aspects of training provided were inadequate.

It can be concluded from the survey results that the training provided by the Technical Institute courses was generally considered adequate by the majority of the employers. Of the three modes of study, part-time evening courses were most favourably commented. Technical Institutes courses were well accepted by employers in general.

CHAPTER 6 : Conclusions

Conclusion

6.1 The experience of the providers of adult education in Hong Kong clearly demonstrates that such courses must be planned and operated to meet the current needs of its clientele because their participation is basically voluntary and is seen to be beneficial to themselves either for personal satisfaction or an advancement in career. The provision of such courses must be maintained flexible in approach and yet at an acceptable standard. As most of these courses are part-time in nature, the cost of providing physical resources for operating them is kept to a minimum by using the facilities of existing schools and vocational institutions. The recurrent cost is mostly for teaching staff expenses and their pay must be kept attractive so that experienced day-time teachers as well as professionals from the commercial and industrial sectors world find it worthwhile to work for the extra hours. This also solves the problem of finding competent and qualified teachers for part-time courses. For the full-time courses, equipment and facilities should be provided to simulate real environment of commerce and industry so that the present needs of local commerce and industry are also met. Short courses are very effective in providing up-to-date knowledge and skills to the adult workers at a time convenient to them. Physical resources can then be utilised to a maximum.

Into the Future

6.2 As the sovereignty over Hong Kong will change on 1 July 1997, the next decade will see significant changes in the political system in Hong Kong and the fundamental issue facing Hong Kong today is what can be done over the next decade to strengthen the economic foundations for a dynamic economy to ensure that the transition to 1997 succeeds in creating benefits for Hong Kong, China and the rest of the world. The most significant effect on the economy at the moment is on human resources: the brain drain, i.e. emigration of Hong Kong residents to the western world, most of whom are professional, managerial and technical personnel. There is virtually no unemployment in Hong Kong today and job vacancies are plentiful at all levels.

When people are not happy with their present jobs or are looking for a higher-pay job, they would try to learn new skills and be re-trained. Thus part-time adult education in vocational courses will always be in demand, but the providers of such courses must have the capability and always be ready to put up courses relevant to the present needs of the job market.

6.3 With the opening up of China to foreign investment and industrial development in recent years, there has been a noticeable shift of low value-added, labour-intensive processes and production out of Hong Kong into China generally, and into Guangdong Province in particular. Infrastructural support for these enterprises has had to come from Hong Kong, because Guangdong has been unable to provide it. This support takes the form of such "up-front" services as marketing, design and the supply of a variety of precision parts, components and mechanisms, as of such "rear-end" services as quality control, trade financing and shipping. Within Hong Kong, shifts in manufacturing are equally noticeable in the direction of mechanisation, as a practical response to a persistently tight labour market, and in the production of parts, components and other semi-manufacturers, as a response to demand from our joint venture factories in China. Within the services industries, there has also been a strong tendency to move out of labour-intensive operations, as mechanisation, computerisation and networking will allow, and towards the achievement of higher value-added output. The implications of these developments in the economy for our manpower training services are far-reaching. Thus, "brain drain" or not, there are now powerful arguments for increased spending on education, particularly at the tertiary level, on vocational training and continuing education. Thus in the next decade provision for the tertiary education sector will be greatly enhanced from 7% of the relevant age group in the late 1980s to over 18% in 1995. More emphasis will be placed on providing more technological and managerial training to the adult workers in their continuing education. As full provision of secondary education to all has been materialised for over 10 years, remedial education will become less except for the new immigrants, and the adult workers will look forward to more advanced and up-to-date

knowledge and skills. The partnership between employers who provide training through employment, and the Vocational Training Council which provides training through technical education and practical instruction, has worked very well in Hong Kong. Such partnership will continue to be maintained and further developed to bring about introduction of training for the new technologies that Hong Kong industries will need to survive. Adult education will be given new dimensions in such areas. All this will be geared up to providing for a betterment of life and employment, a stable and uprising economy and higher standards of living which are so necessary to contribute to the prosperity and stability of Hong Kong.

References

1. Hong Kong, 1980-1989
2. Hong Kong Social and Economic Trends 1976-1986, 1987
3. Address by the Governor at the Opening of the 1989/90 Session of the Legislative Council, 1989
4. Manpower Training in New Technologies – speech by the Secretary for Education and Manpower, 1989
5. Building Prosperity – The Hong Kong Economic Survey, 1989
6. The Hong Kong Education System – Hong Kong Government, 1981
7. Report of the Advisory Committee on Diversification, 1979
8. The 1978 White Paper on The Development of Senior Secondary and Tertiary Education, 1978
9. Education Commission Report No. 1-3, 1985-88
10. Adult Education Courses of Education Department, Hong Kong, 1988
11. Statistics for Courses and Activities of A.E. Courses, 1988
12. D.D. Waters: The Technical Institutes in Hong Kong 1969 to 1980
13. Vocational Training Council Annual Reports, 1986-88
14. Employment Surveys of Vocational Training Council, 1988
15. Survey of Employers' View on Technical Institute Courses, 1989
16. Tracer Study of the 1981 Graduates of Technical Institute Courses, 1988
17. Report of the Demand for and Supply of Technical Manpower in Major Industries, 1984, Vocational Training Council
18. K.F. Leung: Development of Technical Education in Hong Kong, 1986